ALMS MODULE I: LESSON PLANS and TRAINING SUPPORT PACKAGES (TSP) COMMON CORE LESSON TWO: ALMS SYSTEM PROCESSES

SECTION I. Administrative Data

All courses including this lesson

Course # LMS-101, Army Learning Management System (ALMS).

Tasks taught or supported

a. Tasks taught in this lesson:

Task Number	Task Title
None	None

b. Tasks supported in this lesson. None

Reinforced tasks

There are no tasks reinforced by this lesson.

Academic hours

The academic hours required to teach this lesson are as follows:

	PEACETIME				MOB
	AC Resident	TASS Training Bns AT/ADT	IDT	AC/RC Non-res DL	
	HRS/MOI	HRS/MOI	HRS/MOI	HRS/MOI	HRS/MOI
	1.00 DM	DM	DM	DM	DM
	PE	PE	PE	PE	PE
Test	0.0	0.0	0.0	0.0	0.0

Total Hours: 1:00

Test lesson number

There is no separate exam for this lesson.

Prerequisite lesson

There are no ALMS prerequisites to this lesson. However, all students should have an AKO account, and have previously accessed the ALMS.

Foreign restrictions (FD statement)

The course developers and course manager in coordination with the Fort Monroe, VA (HQ, TRADOC) foreign disclosure authority, has reviewed the materials contained in this course.

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Administrative Data Continued

Security clearance/ access	This course is unclassified.
Reference	The following references were used in this lesson: • ALMS Standard Operating Procedures (SOP) V 0.3, May 2004 • ALMS User Handbook • ALMS System Processes Presentation Lesson Template number 1004, V 0.4, Nov 2004 * The references used in this course are imbedded in the ALMS program.
Student study assignments	Students should review the following prior to the start of this lesson (30 days out): • ALMS Advance Packet (ALMS System Processes Presentation) at dls.army.mil, enter The Army LMS / ALMS Training Materials • ALMS User Handbook (Learners)
Instructor requirements	ALMS instructors must be certified as TRADOC instructors. ALMS instructors must have successfully completed each of the following requirements: • Graduated from a TRADOC approved Army Learning Management System Training Course. • Graduated from a TRADOC approved Instructor Training Course. • Graduated from a TRADOC approved Video Teletraining Instructor Training Course (VTT presentations only). • Graduated from an ALMS Train-the-Trainer course. • Served as an assistant instructor for the ALMS course. • Served as lead instructor for the course, or module being taught, under the supervision of a certified ALMS instructor. • Recognized by TRADOC Staff and Faculty Division of the TDAA, DCST, Fort Monroe, VA as a certified LMS instructor.
Additional support personnel	a. Conventional presentation. This lesson requires an assistant instructor and a technical support person (on-call) when presented in a conventional classroom environment. b. VTT presentation. When taught by VTT, an assistant instructor, site coordinator, and technical support person (on-call) are required at each distant site.

Continued on next page

Administrative Data Continued

Equipment required

The following general equipment is required for conventional and VTT presentation of the ALMS course.

- Projection equipment which allows the instructor's computer monitor image to be projected so all students can follow the demonstrations.
- Individual computers should meet or exceed the following specifications:
  Pentium processor
  233 MHz.
  64 MB Ram.
  2+GB hard drive.
  Super VGA, 1024x768 true color monitor.
  CD-ROM 4x or better.
  Mouse.
  Windows XP / 2000.
- Internet network, tested and operational.
- Optional functions.

Materials required for instruction

a. Instructor materials (non-equipment):

- Instructor's copy of the Lesson Plan.
- ALMS Handbook User's Manual.
- ALMS SOP Training Guide.

NOTE: AI must have the same materials as listed for the instructor.

b. Students are required to have the following materials for each module/lesson:

- Note paper and a pen or pencil.

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Administrative Data Continued

Classroom, training area, and range requirement

The following classroom requirements are considered a minimum:

a. Conventional instruction:

- Each student must be able to see the computer screen projection.
- The instructor must be able to see each student.

b. VTT presentation. In addition to the conventional requirements listed above:

- Each student at each distant site must be able to see the computer display on the VTT monitor, or the room must be equipped with a large projection screen.
- Instructor must be able to see students, and hear their questions.

c. See the classroom instructions for additional, specific VTT equipment requirements.

d. There is no range requirement for this lesson.

Ammunition requirements

There is no ammunition requirement for this lesson.

Instructional Guidance

a. Before presenting this lesson, instructors and assistant instructors must thoroughly prepare by studying this lesson, and the identified reference material.

b. Refer to the ALMS, SOP and User Handbook, for general guidance about ALMS operations.

c. Even though this is an ALMS Common Core lesson, many students may already have many of these skills and knowledge. It is important the instructor is aware of this and adjusts the lesson accordingly. However, it is essential that each student leaves this lesson with the skills, abilities, and knowledge presented, as each will be used often in the remainder of the course.

d. PowerPoint presentation instructions tell you what to instruct the students to do.

e. Frequently pause and ask students if they are with you. Ensure the AI walks around and watches what students are doing.

f. Regular slide examples will also continue to be shown for reference.

Proponent lesson plan approval

Name	Rank	Position	Date
_____	_____	_____	_____
_____	_____	_____	_____

SECTION II. Introduction

Method of instruction:	Presentation
Instructor to student ratio is:	Max: 2:25 Opt: 1:12 Min: 1:6
Time of instruction:	0 hours 05 minutes
Media:	Computer Based Instruction / PowerPoint Presentation / Video Teletraining
References:	ALMS SOP, ALMS User Handbook , Learner Role
Security classification:	Unclassified

Motivator

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NOTE: Proposed motivator. Use it, paraphrase it, or develop your own.

(Greeting of the Day.) For the next (*state time period*) I will be your instructor for the Army Learning Management System (ALMS) (*state the module and lesson or lessons you will be teaching*).

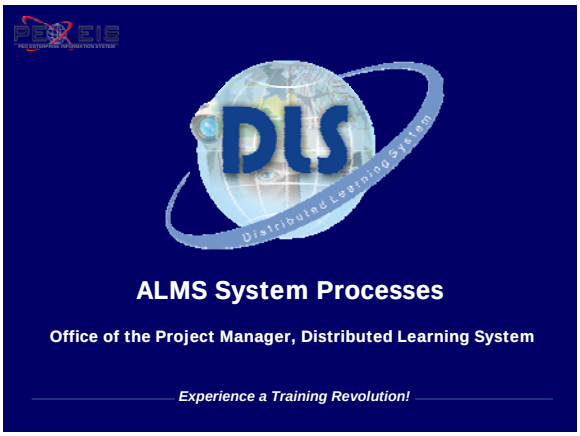
NOTE: If VTT, greet all distant sites and attendees. Ensure you have an accurate list of all attending students from each location.

a. The ALMS System Processes Training Strategy depicts a road map for where you are in the overall training process at any given time. We use the Modules and Lessons throughout the training as "You are Here" indicators.

You will find them valuable as you work in the system. They serve to orient you as to the bigger training picture and to tell you where to go next. They can also ensure you don't leave out important steps or do things out of order.

As we go through the Training Strategy, we will encounter some new training terminology and also some familiar terminology used in very specific ways. We will occasionally pause as we go through the Training Modules to review some of these terms before proceeding with the description of the processes that are associated with them.

Visual LMS-V1



Introduction Continued

Terminal learning objective

NOTE: Inform students of the following lesson TLO and references.

At the conclusion of this lesson you will be able to:

ACTION:	Introduce to the System Processes of the Army Learning Management System (ALMS).
CONDITION:	Given a requirement to become familiar with the Army LMS System Processes, an AKO account, ALMS Learner Role permissions and access to the ALMS Learner Help Vignettes.
STANDARD:	Equate the functions and capabilities of the Army LMS to your training management activities. Relate ALMS processes to current processes within your institution.

Safety consideration

None

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Introduction Continued

Risk assessment level	This lesson is assigned a risk level of low.
Environmental considerations	It is the responsibility of all soldiers and DA civilians to protect the environment from damage. There are no environmental considerations unique to this lesson.
Instructional lead-in	The goal of Army training is for organizations to be connected through a shared vision to developing performance improvement plans that guide organizational change in support of that shared vision. Implementation of ALMS ensures that organizations are shaping change rather than reacting to it. The ALMS will maximize the potential of an organization to developing a better understanding of the internal processes of training; organizations can apply a positive training environment towards improving the efforts of every member of a training team. The primary purpose of the ALMS is to enable training institutions to efficiently manage and operate the business of Army training. To train the best train soldiers in the world to fight and win on the Battlefield of Tomorrow. As I go over each of the processes of the ALMS during this lesson, you will see training management and training execution broken out in parts and pieces that will be familiar in content and perhaps different in packaging –somewhat different business processes that those with which your institution has been performing. The key point is that the end state is the same. Standardization of input and output will lead to more effective training management and delivery across the Army.

SECTION III. Presentation

Enabling learning objective A

NOTE: Read or paraphrase the ELO, or have a student read it.

At the conclusion of this portion of the lesson each of you will be able to:

NOTE: Presentation Attached to LMS Lesson Template 1004

ACTION:	Introduce the ALMS Training Modules, Lessons and System Processes
CONDITION:	Given the Army LMS, an AKO account, ALMS Learner Role permissions and access to the ALMS Learner Help Vignettes.
STANDARD:	Introduction must in accordance with the ALMS SOP and TRADOC policies and procedures and include: • ALMS Common Core Module 1 Lesson – Login and Personalize Homepage, • ALMS Common Core Module 1 Lesson - Manage Roles and Domains, • ALMS Resource Management Module 2 Lesson - Maintain Resource Data • ALMS Content Testing • ALMS Course Management Module 3 Lesson- Create Courses, Products and Content • ALMS Iteration Management Module 4 Lesson – Product Selection and Registration • ALMS - Deliver Physical Products • ALMS Training Execution Module 5 Lesson – Execute Training • ALMS Training Execution Module 5 Lesson – Create Evaluations • ALMS Training Execution Module 5 Lesson – Perform Training Administrator (Other Functions)

Learning activity 1

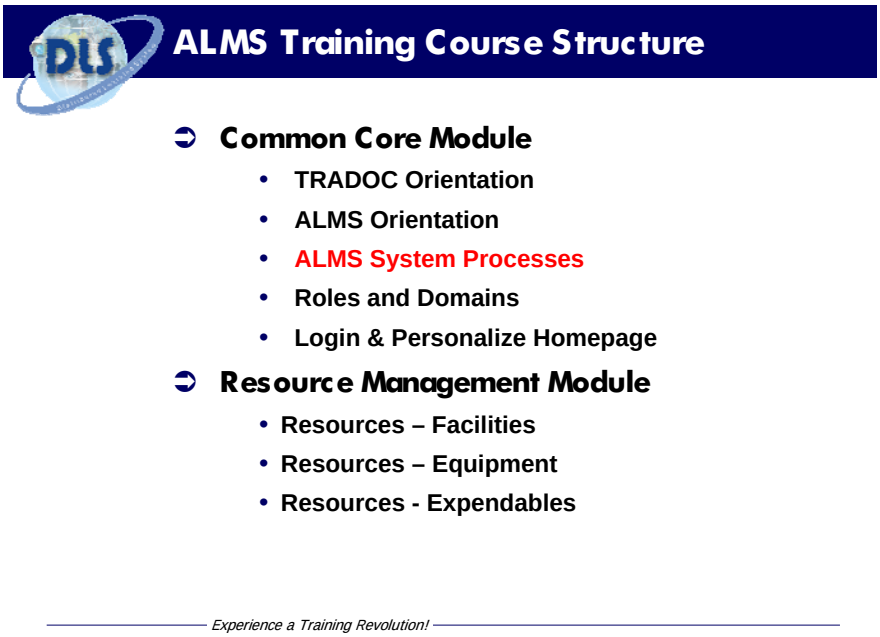
The student will learn the functions of the System Processes of the LMS, and receive a general overview.

Method of instruction:	Presentation
Instructor to student ratio is:	Max: 2:25 Opt: 2:12 Min: 1:6
Time of instruction:	1 hours 00 minutes
Media:	Computer Based Instruction / PowerPoint Presentation /Video Teletraining
References:	ALMS SOP, ALMS User's Handbook; Learners Role
Security classification:	Unclassified

Purpose

ALMS provides an automated and standardized procedure for managing training in accordance with the Systems Approach to Training Model.

Presentation Continued
Visual LMS-V2



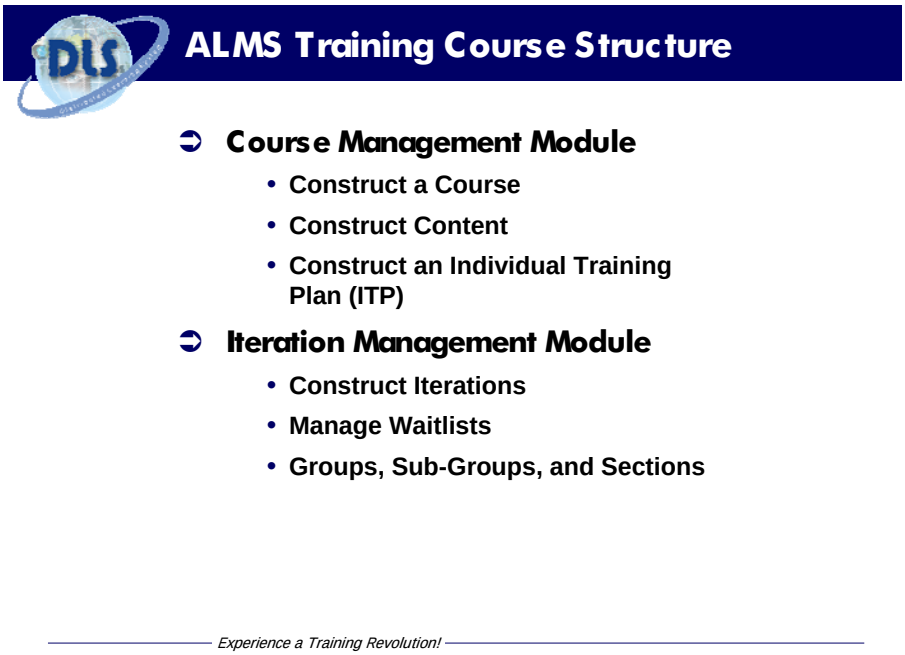
NOTES: V2

a. *ALMS Training* is divided into several training modules, each with its own Lessons. We are currently in the third Lesson of the 1st Module, Common Core. All Role-Based Users (RBUs) receive the Common Core.

b. Resource Management functions are performed by the ALMS Roles Facility Managers, Equipment Managers, and Product Distributors.

Transition to next slide: In the next three slides, let's look at the Army LMS Training Course Structure.

Presentation Continued
Visual LMS-V2a



NOTES V2a

The Course Management function within the ALMS is performed by Course Managers.

Iteration Management is performed by Course Managers, Class Managers, and Schedulers. Waitlist Management and Class Groupings are performed by Class Managers.

Transition to next slide: Next slide.

Presentation Continued
Visual ALMS-V3

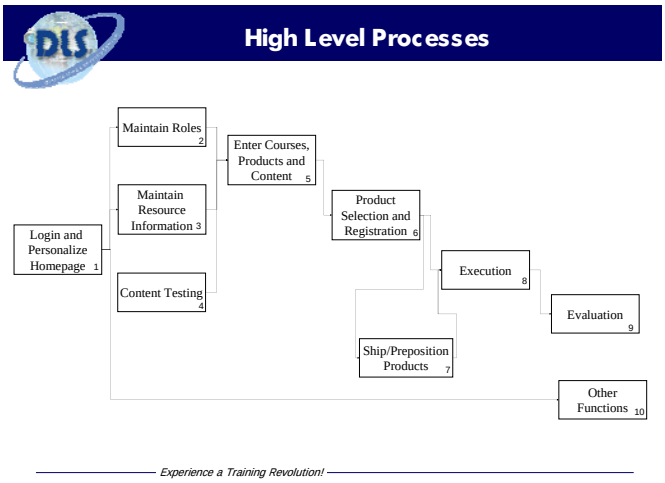
NOTES: V3

Training Execution is performed by Course Managers, Class Managers, and Instructors.

Unit Training Managers (UTM), and Training Approvers (TA) have some functions in the Other Functions sub-Processes.

Transition to next slide: Next slide.

Presentation Continued
Visual ALMS-V3a



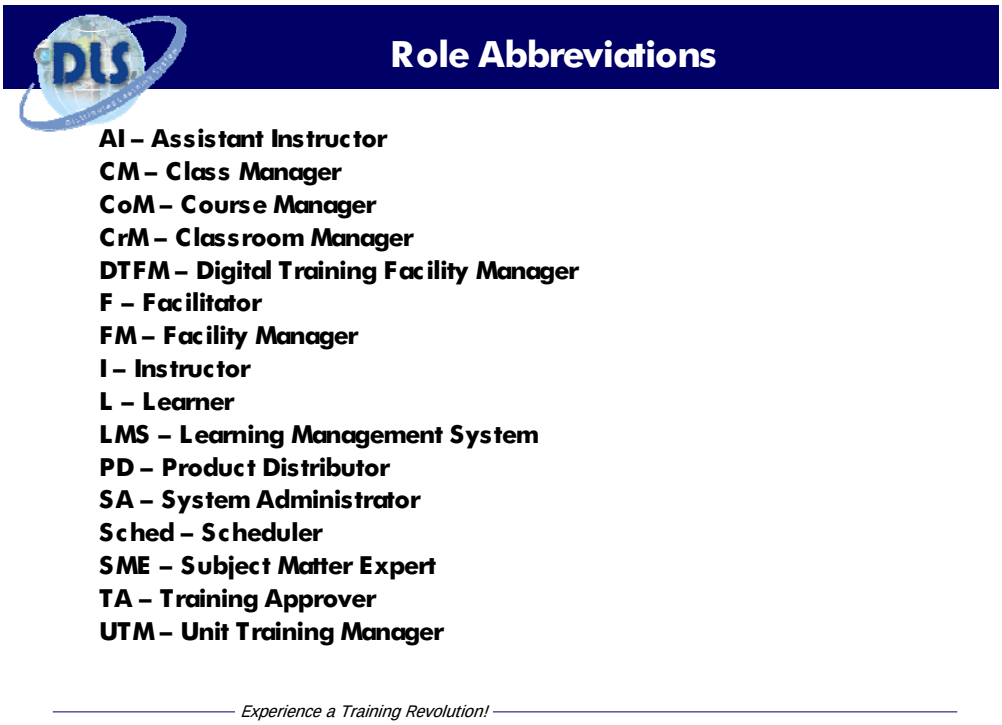
NOTES: V3a

There are 10 processes in the ALMS scope of functions. These are high level processes, because each divides into sub-processes, as far as three layers down. We will cover the sub-processes in later Lessons.

I will go over all 10 processes in order to give you an understanding of all the functions the ALMS performs to support training. We will present the Processes in bullet outline form, focusing on the 10 High Level Processes only. You have a hand-out with the High Level Processes, and corresponding sub-processes in flow chart or block diagram form as a reference.

Transition to next slide: Let's look at the Roles and the Role Abbreviations that perform functions within the ALMS.

Presentation Continued
Visual ALMS-V4



NOTE V4:

These are the Roles that perform the functions within the ALMS.

Transition to next slide: We have now completed the introduction to the ALMS Training Structure; we will now look at the Ten System Processes of the ALMS, which provides the skills needed to navigate the interface features of the ALMS.

Presentation Continued
Visual ALMS-V5

NOTES: V5

Logging into the ALMS is the first process in the System Processes model because it must be accomplished before any subsequent user-initiated actions in the system. Logging in activates the user's account, which includes a variety of stored information about the user. Some of it, such as personal data, is actually stored in AKO and is refreshed by the Login process. Examples are SSN, MOS, unit, and address.

Other user information is stored in the ALMS and is used as needed during the user's session in the system. Examples of this data are the User's Role and Domain, Transcript, and Calendar events.

Although the Personalize Homepage function is optional, there are sometimes important items of information, such as some system notifications, which do not appear on the Homepage by default and must be selected by the User in order to be seen upon login.

AKO functions as the portal for ALMS access. It identifies and authenticates all ALMS users.

- The steps to access the ALMS are 1) Log in to AKO, 2) Select My Training from the Self-Services link, 3) click on the "Access the ALMS" link to arrive at the ALMS homepage.
- The ALMS provides options for personalizing the ALMS user's homepage. This allows users to determine what system generated notifications appear when he/she logs in. These bullets show some of the function areas that can be personalized.
- Some processes that will facilitate ALMS use occur outside the system- in AKO and on your personal PC.

If you are a role player and have NOT logged into the ALMS, please do so before attending training.

Transition to next slide: We'll now look at Process 2 – Establish and Maintain Roles.

Presentation Continued
Visual ALMS-V6

NOTES: V6

Process 2 is concerned with the establishment and maintenance of individual Role data. From a software viewpoint, the system can perform many of these "appointments".

But, as we begin initial fielding of this brand new system, by policy we will have all Role appointments made through the Army Training Help Desk process used for establishing the Roles of those of you here today. That process is outlined in Process 2 of the Training SOP.

Transition to next slide: Now we'll look at Process 3, Establish and Maintain Resource Data.

Presentation Continued
Visual ALMS-V7

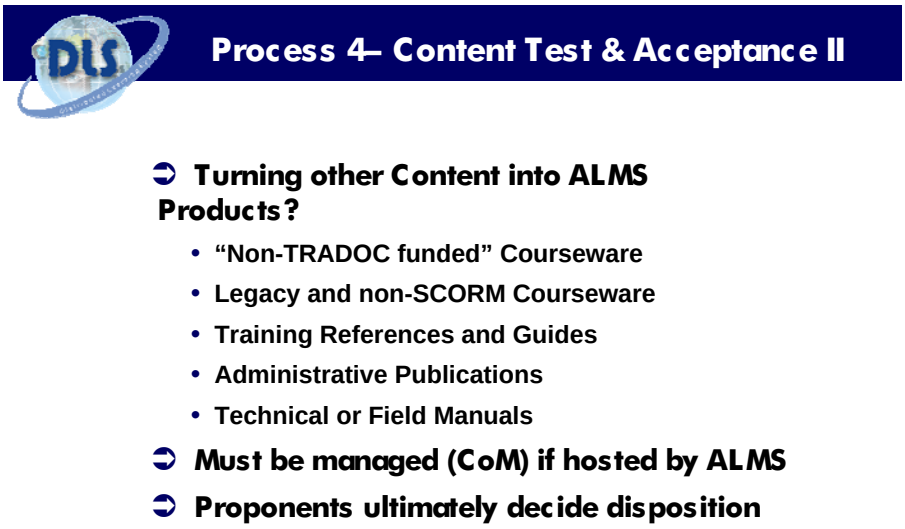
NOTES: V7

Process 3 concerns the management of training Resources. Resources have a major role in the conduct of Instructor-led training. In the ALMS, training Resources are scheduled or reserved based on requirements for Resources specified in resident Lessons.

Resources in the ALMS are categorized into these four categories, with a couple of examples for each. The Role-Based users who work with Resources are listed here. We will be conducting Resource Manager training this afternoon.

Transition to next slide: In the next two slides we'll look at Process 4 – Content Test and Acceptance.

Presentation Continued
Visual ALMS-V8



NOTES: V8

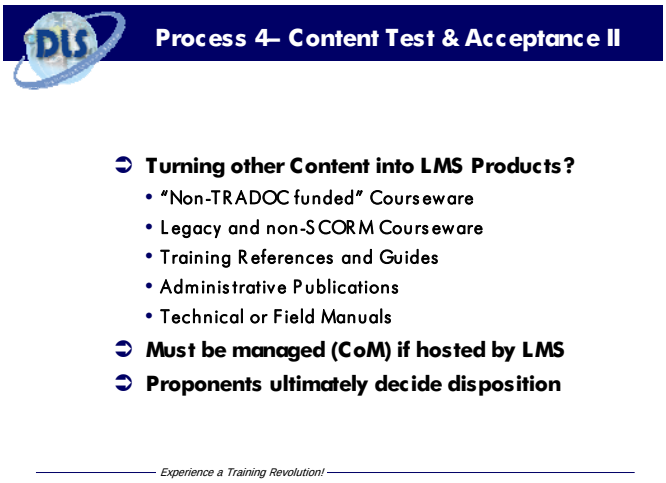
Process 4 is another Process that is largely manual at this time. Although Course Managers may enter content into the system, there is a special process established to ensure that content adheres to established standards and will "play" in the ALMS.

Content may or may not be Courseware or a Course all by itself. Content can also be entered into the ALMS and published in the Product Catalog as a stand-alone, register-able offering.

The "formal" test and acceptance process just mentioned involves actions by both the Army Training Support Center and the Distributed Learning System to ensure both the compliance to standards and the playability of each content object.

Transition to next slide: In the next slide we'll continue with Process 4 – Content Test & Acceptance.

Presentation Continued
Visual ALMS-V9



NOTES: V9

There are quite a number and variety of digitized training and training support items in the Army's inventory, stored in various places, both centralized and local.

The ALMS is capable of the storage and retrieval of all of this material and can "run" most of it, when applicable. However, as the ALMS is fielded throughout the Army, the types of digitized material with which it is charged with hosting may change.

By policy, all digitized training materials hosted by the ALMS will require a Manager or data owner responsible for the accuracy and currency of each hosted item.

Transition to next slide: We'll now move to Process 5 – Entering Courses, Products, and Content. This where the meat of the ALMS is contained.

Presentation Continued
Visual ALMS-V10

NOTES: V10

Process 5 is where the real work in the ALMS occurs. It is the realm of the Course Manager and, to a lesser extent, the Class Manager and Scheduler.

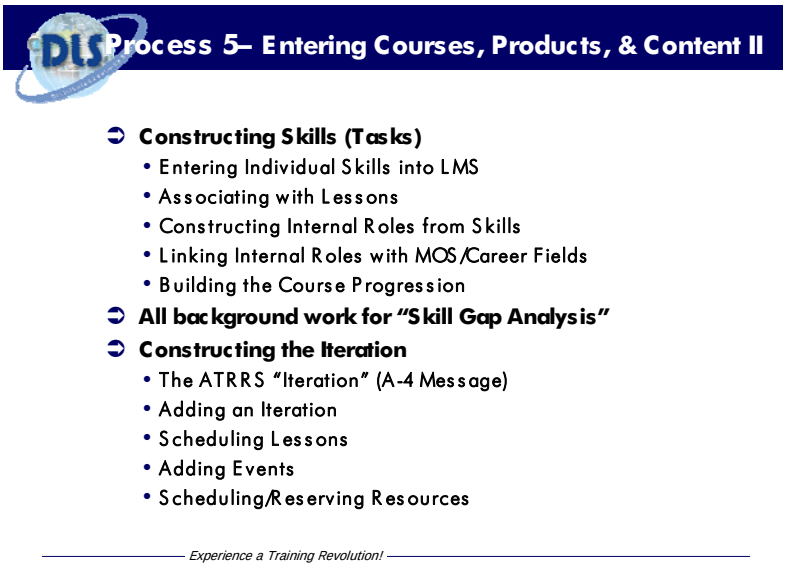
In one end of this Process goes the raw ingredient of training (content, Course structure, Resource requirements, administrative data, and tasks to be trained, and rough scheduling information).

What emerges from this Process is a completely-developed Course iteration with all its associated data, scheduled down to the Lesson, Facility, and hour. That iteration is ready for registration by Learners.

These are the key Process 5 functions.

Transition to next slide: We'll now look at some important functions that are performed in Process 5.

Presentation Continued
Visual ALMS-V11



NOTES: V11

These are more of the training support activities performed during Process 5.

Note that the Construction of the Course Iteration is the one sub-Process in Process 5 that can be performed by Class Managers and Schedulers, as well as the Course Manager. In fact, managing Course iterations is the principal function for Class Managers and the only real function for Schedulers.

Transition to next slide: Process 6 deals with Learner Selection and Registration.

Presentation Continued
Visual ALMS-V12

NOTES: V12

With the completion of Process 5 and the beginning of Process 6, training management really moves from the preparation or set-up phase to the execution phase. Execution begins with registration.

Registration may be directed by others, which is called Command Registration. Or it may be initiated by the Learner or Self-Directed.

If the registration is directed, a new Role, the Unit Training Manager, comes into play. That is the individual who is authorized in the system to register selected other individuals for training. He does this by adding them to "My Team." My Team is really a group of Learners for whom the unit Training Manager is responsible, with respect to training.

Self-Registration is accomplished by the Learner, using the Catalog function. In the ALMS, everyone is a Learner first.

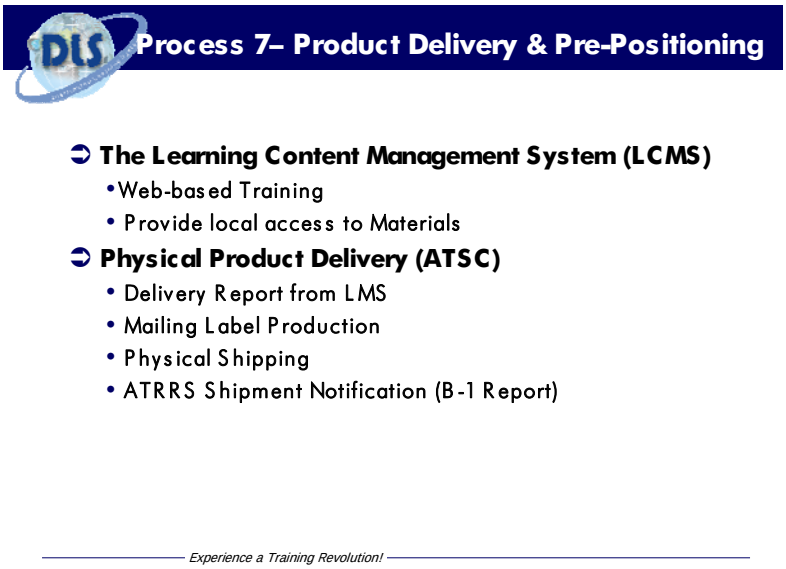
By policy, ATRRS does all the Registration for ATRRS Courses. That does not change with the advent of the ALMS. Registrations made in ATRRS are transmitted into the ALMS, where the registered individuals are assembled into class rosters for subsequent management in training execution.

The ALMS has a Wait listing feature, for those non-ATRRS Courses where class size is a constraint. The ALMS will not Waitlist Learners who have registered in ATRRS. It accepts them all.

Not all training must originate from the ALMS catalog or from ATRRS. Supervisors, and even the Learners themselves, can add and track informal training tasks as items on a Learner's "To Do" list.

Transition to next slide: Let's look at Process 7 – Product Delivery & Pre-positioning.

Presentation Continued
Visual ALMS-V13



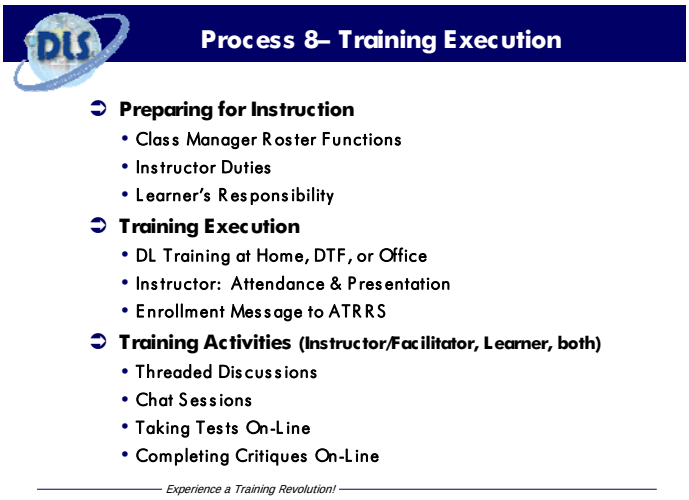
NOTES: V13

Process 7 is concerned with the delivery (that is, physical movement) of training materials from a storage location to where the materials are needed. For electronically stored materials, the process is transparent to users, being managed by the Learning Content Management System and its Content Delivery Network.

For physical training Products, the ALMS generate reports of training Products earmarked for physical delivery accessed by the appropriate Product distributor where the materials are warehoused. Most of the rest of the shipping activities are manually accomplished outside the system. The ALMS will generate a report back to ATRRS for those Products that are ATRRS managed when the mailing label for the registered Learner is printed.

Transition to next slide: In the next two slides we'll look the functions performed in at Process 8 – Training Execution.

Presentation Continued
Visual ALMS-V14



NOTES: V14

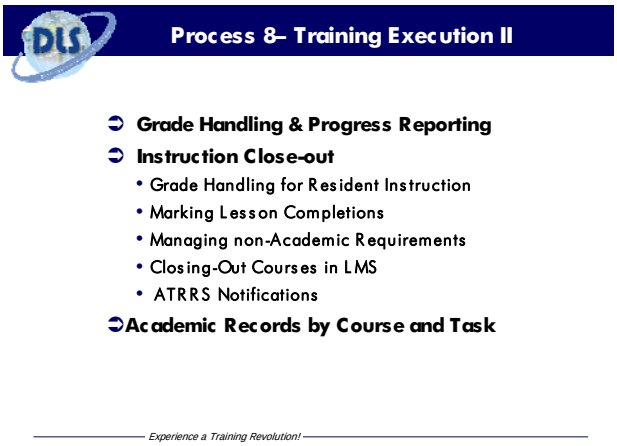
Training Execution is the Instructor's Module, but Class Managers have a Role here, too. It is broken into these three sub-Processes.

Web-based training Courses do not need an Instructor, because they are self-completing and self-reporting. The ALMS supports Instructor-led training by automating the attendance, grade book, and ATRRS reporting functions.

The ALMS also supports Collaboration in the form of Chat Sessions and Threaded discussions. Where Resources such as student workstations are available, the ALMS will support the online execution of tests and critiques.

Transition to next slide: We'll continue with Process 8.

Presentation Continued
Visual ALMS-V15

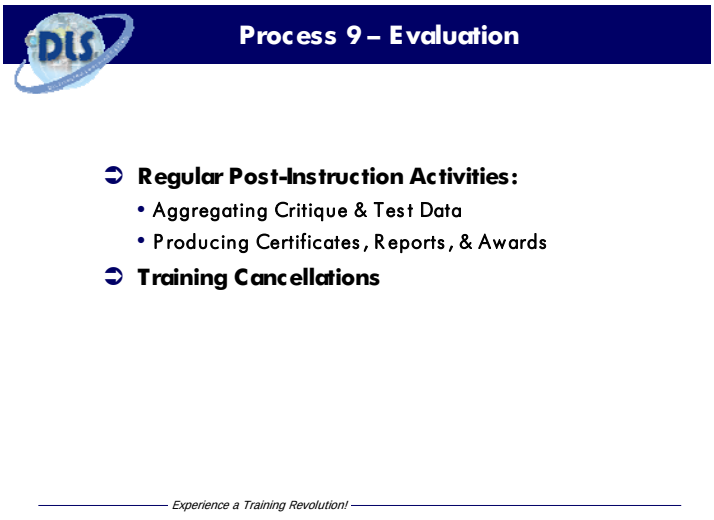


NOTE V15: Continuation of Process 8 activities…

These are more functions that are performed in Training Execution.

Transition to next slide: Now we'll look at Process 9 – Evaluation.

Presentation Continued
Visual ALMS-V16



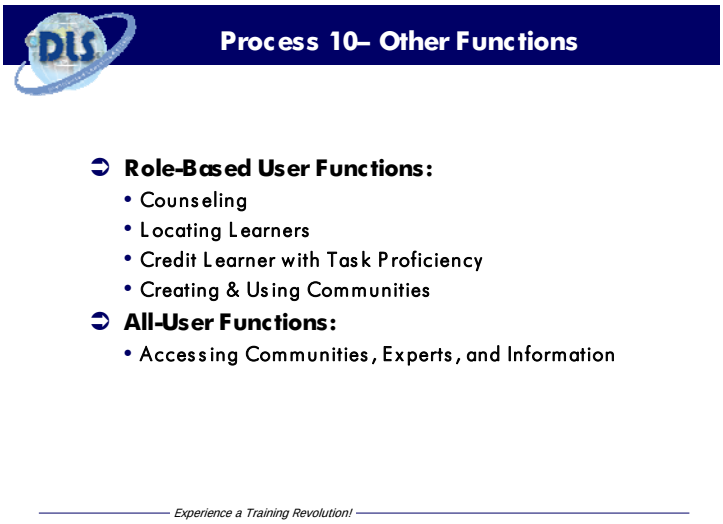
NOTES: V16

Process 9 deals with post-instruction activities. Most of this is the analysis of training results. Tests and Critiques, when administered online, provide the raw data needed for this analysis. The production of awards and certificates is really a reporting process to the ALMS.

And, for ALMS purposes, the administrative removal of an individual from training is a post-training activity.

Transition to next slide: We'll now take a look at Process 10 – Other Functions.

Presentation Continued
Visual ALMS-V17



NOTES: V17

Process 10 is a collection of Training Administration functions / activities that support training. Depending on the function, different Role-Based Users can accomplish some or all of these.

Counsel Learner: The responsible Role Based User can use the LMS to record remarks about counseling a Learner using the "Notes" function on the Left Navigation Bar of the Learner's personal record.

Search for Learner: Responsible Role Based Users can locate the record of any Learner who has been established in the LMS.
Credit Learner with Task Proficiency: A Unit Training Manager/Training Approver can go into the system and award skills to a Learner based on demonstrated proficiency.

Create Communities: The ALMS allows an instructor to go in and create a community in which information can be posted and discussed.

Access Communities, Experts, and information: Learners can access Communities to get and pass on information. Subject Matter Experts can be assigned and accessed to take advantage of their knowledge.

We have just completed the introduction to the ALMS Training Strategy and System Processes.

Transition to Summary slide: Here's what we have become familiar with during this lesson.

SECTION IV SUMMARY
Visual ALMS-V18

NOTES: V18

Here's what we have become familiar with:

The ALMS Course Structure

The 10 ALMS High Level Processes

1. Login and Personalize Homepage
2. Establish and Maintain Roles
3. Establish and Maintain Resource Data
4. Content Test and Acceptance
5. Entering Courses, Products and Content
6. Learner Selection and Registration
7. Product Delivery and Pre-Positioning
8. Training Execution
9. Evaluation (Post Instruction)
10. Other Functions Training Administrators activities

Role Based User Functions

Summary Continued

Learning activity review	*NOTE: Review the major teaching points. Remind students how all the modules and components of LMS are linked together.*
Solicit questions from students	a. Ask students for their questions. b. Answer all questions and ensure the answers are understood.
Check on learning	*NOTE: Ask these questions, or develop your own. Ensure students understand the learning points of this learning activity. You are not required to conduct this check on learning if you are confident the students understand the material. When asking questions: Ask; Pause; Call on a specific student to answer.* **QUESTION:** How many Training Modules are designed for ALMS training? **ANSWER: 5,** Common Core, Course Management, Resource Management, Iteration Management, and Training Execution **QUESTION:** What process is Content Testing? **ANSWER: Process 4** **QUESTION:** What process is where Training Administrators perform other functions? **ANSWER:** Process 10 (Other Functions)

Summary Continued

Closing Statement	***What We've Learned*** **You will receive further details concerning how these individual processes work in later classes.** **What are your questions pertaining to the ALMS Training Modules and System Processes?**
Transition statement to next lesson	You have just received an introduction of ALMS Training Strategy and System Process features of the ALMS. Following the break you will begin to learn how Roles and Domains are managed in the ALMS for controlling access to data, to assist you in accomplishing your training management mission. Take a break of 10 minutes. Be back in your seats ready for the next lesson at _____ o'clock. *NOTE: Ensure students have a means of knowing the time, or appoint a student with a watch to tell the others when it is time to return to the classroom.*

APPENDIX A

Visual Masters

Title MS Power Point ALMS System Processes **DLS Homepage**	**Common Core Lesson Template Number 1004**

Glossary of Terms

ALMS Help Feature

APPENDIX B

Practical Exercises NONE